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THE DISTRIBUTIVE EDUCATION CURRICULUM AS EVALUATED BY BUSINESSMEN AND DISTRIBUTIVE EDUCATION STUDENTS OF UTAH. FINAL REPORT.

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AN EVALUATION OF THE COURSE OFFERINGS OR CONTENT OF THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM WAS OBTAINED BY QUESTIONNAIRE FROM 228 UTAH BUSINESSMEN WHO WERE EMPLOYING DISTRIBUTIVE EDUCATION STUDENTS AND FROM 503 DISTRIBUTIVE EDUCATION STUDENTS ENROLLED AT THE TIME OF THE STUDY. BOTH QUESTIONNAIRES WERE ADMINISTERED BY THE LOCAL TEACHER-COORDINATOR. COURSE CONTENT EVALUATED INCLUDED--(1) ORIENTATION AND JOB PLACEMENT, (2) MERCHANDISE MATHEMATICS, (3) RETAIL SALESMANSHIP, (4) OPERATION AND STRUCTURE OF DISTRIBUTION, (5) MERCHANDISE INFORMATION, (6) DISPLAY, (7) ADVERTISING, AND (8) PERSONALITY IMPROVEMENT. THE UNIT ON PERSONALITY IMPROVEMENT WAS RANKED HIGHEST IN IMPORTANCE BY BOTH BUSINESS AND STUDENT RESPONDENTS. OTHER UNITS RANKED HIGH BY BUSINESSMEN WERE MERCHANDISE MATHEMATICS, RETAIL SALESMANSHIP, MERCHANDISE INFORMATION, AND ORIENTATION AND JOB PLACEMENT. JOB PLACEMENT WAS RANKED HIGH BY THE STUDENTS, BUT THEY RANKED MERCHANDISE MATHEMATICS SOMEWHAT LOWER THAN DID THE BUSINESSMEN. OPERATIONAL STRUCTURE OF DISTPIBUTION WAS RANKED LOWEST BY BOTH BUSINESSMEN AND STUDENTS. (MM)

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Produced by the Utah Research Coordinating Unit
for Vocational and Technical Education

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Summary

The purpose of this study was to obtain from Utah businessmen, who were employing distributive education students and from students currently enrolled in a cooperative distributive education class, their evaluation of the course offerings or content.

The questionnaire was returned by 228 businessmen, the majority of which were the managers of the firms. The majority of the firms employed one or two of the distributive education students. Over half of the firms employed fewer than 10 employees. Approximately one-third of the firms employed between 10 to 50 employees.

The questionnaire was also received from 503 students that were enrolled in a cooperative distributive education class.

The course content that ranked highest in importance by both the respondents from business and the student was the unit on personality improvement. Other units in the course that ranked high by businessmen were: merchandise mathematics, retail salesmanship, merchandise information and orientation and job placement.

Job placement ranked high by the students but merchandise mathematics ranked somewhat lower in importance by the students than the businessmen ranked this item.

The one unit in the distributive education course that was ranked lowest by both businessmen and students was the one dealing with the operational structure of distribution.

Conclusions

Both businessmen, who employed cooperative distributive education students, and students enrolled in a cooperative distributive education class, consider the course content being covered in the class as important

in preparing for a career in distributive education.

Recommendations

It is recommended that in allocating instructional time to the various units in the cooperative distributive education course that more time and emphasis be placed on the unit dealing with personality improvement and less time and emphasis be placed on the unit dealing with the operational structure of distribution.

THE DISTRIBUTIVE EDUCATION CURRICULUM AS EVALUATED BY BUSINESSMEN AND DISTRIBUTIVE EDUCATION STUDENTS OF UTAH

Distributive education programs are expanding rapidly; in 1962 eight Utah high schools had programs and in 1967 this number had grown to 37. The rapid growth of distributive education in Utah may be attributed to many factors ranging from increased financial support by the federal and state governments to a change of attitudes on the part of parents, educators, and high school students towards vocational education. In order to meet the needs of an expanding distributive education program several instructional guides were developed by the state specialist in cooperation with selected teacher coordinators of distributive education.

The purpose of this study was to obtain from those Utah businessmen who had participated in cooperative distributive education during the 1966-67 school year their evaluation of the course offerings available to the distributive education students they had employed. Also to obtain from the distributive education student enrolled in the cooperative distributive education program during the 1966-67 school year an evaluation of the course content that they were just completing.

PROCEDURE

A questionnaire and interview guide for the business establishments and a questionnaire for the distributive education students was developed, tested and revised (see appendix). The instruments were then distributed to the distributive education teacher-coordinators. The student questionnaire was administered to the distributive education students by the distributive education teacher during one of the regular

class periods. The business interview guide and questionnaire was taken to the business establishments by the distributive education teacher-coordinators.

ANALYSIS OF DATA

The analysis of the data includes a brief explanation of the various sections of the questionnaire. Areas that are discussed include the position held by the responding interviewee, the number of firms, by type, responding to the questionnaire, and the number of distributive education students employed by each responding firm. Also included in the analysis of the data is the size of firms responding to the questionnaire based on the number of employees, the number of firms responding that have an organized training program for their employees and the number of firms with training programs that include distributive education students in their training program.

A concluding section to the data interpretation is a comparison of the responses of the 228 businesses and 503 students regarding the value of certain aspects of instruction in distributive education. The areas of instruction in the survey instrument included orientation and job placement, merchandise information, the operational structure of distribution and personality improvement. The response of the students to these instructional areas is broken down into specific sub-sections and appears in the appendix of the report.

Table 1 represents the position held in the business by the respondents to the questionnaire. Of the 228 replies, 75.4 percent were completed by the manager and 11 percent were filled out and returned by the personnel director or department head of the business.

Table 2 indicates the number of firms, by type, responding to the survey. Retail and wholesale firms accounted for 82.2 percent of the respondents while service, manufacturing, financial institutions and other types of business totaled 17.8 percent of the replies.

Table 1. Position held by responding interviewee

Position in Firm	Number	Percent of Total
Manager	172	75.4
Personnel Director	17	7.5
Department Head	8	3.5
Other (indicate title)	31	13.6
Total	228	100.0

Table 2. Number of firms responding, by type

Type	Number
Retail	188
Wholesale	20
Service	34
Manufacturing	2
Financial institutions	1
Other	8
Total	253*

*Number greater than 228 because several firms listed themselves as both wholesale and retail.

The number of distributive education students employed by each firm is listed in Table 3. One or two students were employed in 74.6 percent of the businesses responding to the survey, 14.9 percent employed three to six distributive education students, 1.8 percent employed seven or more students and 20 firms or 8.7 percent of the total indicated they were not employing distributive education students at the time the survey was conducted.

Table 3. Number of distributive education students employed by each firm

Number of students employed	Number of firms	Percent of total
One to two	170	74.6
Three to four	28	12.3
Five to six	6	2.6
Seven or more	4	1.8
None	20	8.7
Total	228	100.0

Table 4 illustrates the size of firms responding to the survey based on number of employees. Over half of the firms (52.6 percent) had one to ten regular employees, 33.8 percent of the responding firms employed 11 to 50 persons, 5.7 percent had 50 to 100 employees and 7.7 percent of the firms employed an excess of 100 persons.

Table 4. Size of firms responding based on number of employees

Number of employees	Number	Percent of total
One to ten	120	52.6
Eleven to fifty	77	33.8
Fifty-one to one hundred	13	5.7
One hundred to two hundred	13	5.7
More than two hundred	5	2.2
Total	228	100.0

From the 228 respondents to the survey, Table 5 indicates that 107 firms or 46.9 percent have an organized training program for their employees. One-half of the firms stated they did not have any organized training program and 3.1 percent of the respondents checked "no response."

Table 5. Number of firms responding that have an organized training program for their employees

	Number	Percent of total
Yes	107	46.9
No	114	50.0
No response	7	3.1
Total	228	100.0

Table 6 indicates that 88.8 percent of the firms having a training program for their regular employees include distributive education students in their training program. The balance of the firms, 11.2 percent, do not include distributive education students in any organized training program.

Table 6. Firms having a training program for their employees that include distributive education students in their training program

	Number	Percent of total
Yes	95	88.8
No	12	11.2
Total	107	100.0

Tables 7 and 8 include the responses of the businesses and the students regarding certain areas of instruction important to distributive occupations. The subject areas include orientation and job placement, merchandise mathematics, retail salesmanship, display, advertising, merchandise information, the operational structure of distribution and personality improvement; a definition of personality.

The survey instrument requested all respondents to indicate the value of each subject area by checking either (1) highly recommended, (2) recommended, (3) value questionable, or (4) no value.

Table 7 represents the 228 surveys from businessmen. According to

Table 7. Evaluation of course content in cooperative distributive education by Utah businessmen

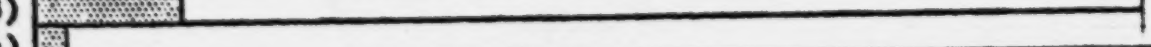
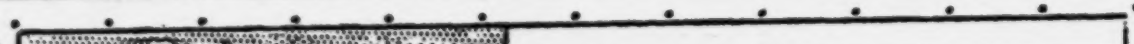
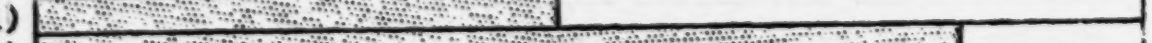
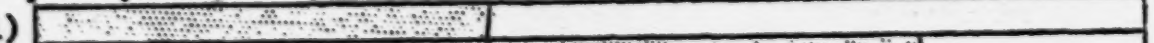
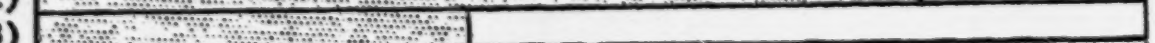
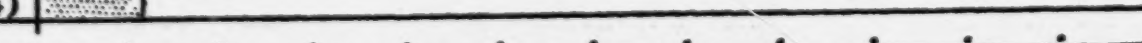
		50 100 150 200 250 300	Number	Percent
Orientation and Job Placement	(1)		118	51.8
	(2)		80	35.1
	(3)		20	8.8
	(4)		10	4.3
Merchandise Mathematics	(1)		164	72.0
	(2)		53	23.3
	(3)		7	3.0
	(4)		4	1.7
Retail Salesmanship	(1)		161	70.6
	(2)		49	21.5
	(3)		13	5.8
	(4)		5	2.1
Display	(1)		102	44.8
	(2)		84	36.8
	(3)		29	12.7
	(4)		13	5.7
Advertising	(1)		85	37.3
	(2)		85	37.3
	(3)		41	18.0
	(4)		17	7.4
Merchandise Information	(1)		141	61.9
	(2)		68	29.9
	(3)		15	6.5
	(4)		4	1.7
The Operational Structure of Distribution	(1)		58	25.4
	(2)		86	37.7
	(3)		68	29.9
	(4)		16	7.0
Personality Improvement; A Definition of Personality	(1)		195	85.6
	(2)		29	12.7
	(3)		4	1.7
	(4)		0	0

(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

their responses, personality improvement is the area that benefits distributive education students the most. Over 85 percent checked this as a highly recommended subject. Other areas that over half of the businessmen highly recommended included merchandise mathematics, 72.0 percent, retail salesmanship, 70.6 percent, merchandise information, 61.9 percent, and orientation and job placement, 51.8 percent. Display, advertising, and the operational structure of distribution was less important to businessmen with only 44.8, 37.3, and 25.4 percent, respectively, indicating these subjects were highly recommended. These three subjects combined represented "no value" to 20.1 percent of the respondents.

Table 8 indicates the responses of 503 students enrolled in a distributive education program at the time of the survey. It presents a similar picture to that of the businessmen. Personality improvement is the most important subject to the students with 49.8 percent checking it as "highly recommended." Other subjects and percentages that are most important as viewed by the students in distributive education include: orientation and job placement, 45.9 percent, display, 33.6 percent, retail salesmanship, 32.2 percent, and advertising, 28.3 percent. Other subjects that are less important as viewed by the students, but with no distinct dividing line between them include: merchandise mathematics, 25.4 percent, merchandise information, 24.5 percent, and the operational structure of distribution, 21.0 percent. Although these subjects were not as "highly recommended" as the previous ones, they were all "recommended" by at least 45.0 percent of the students. Sixteen and one-half percent of the studentschecked these three subjects combined as of "no value."

Table 8. Evaluation of course content in cooperative distributive education by cooperative distributive education students

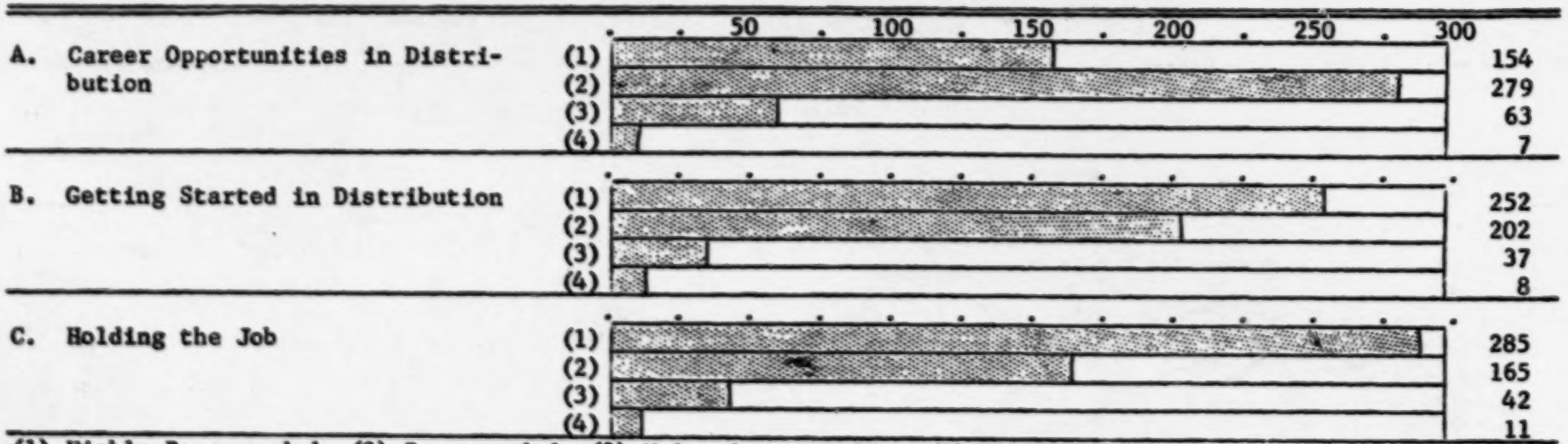
		50 . 100 . 150 . 200 . 250 . 300	Number	Percent
Orientation and Job Placement	(1)		231	45.9
	(2)		216	42.9
	(3)		47	9.4
	(4)		9	1.8
Merchandise Mathematics	(1)		128	25.4
	(2)		226	45.1
	(3)		122	24.2
	(4)		27	5.3
Retail Salesmanship	(1)		162	32.2
	(2)		225	44.7
	(3)		96	19.2
	(4)		20	3.9
Display	(1)		169	33.6
	(2)		241	48.0
	(3)		73	14.5
	(4)		20	3.9
Advertising	(1)		142	28.3
	(2)		248	49.4
	(3)		93	18.4
	(4)		20	3.9
Merchandise Information	(1)		123	24.5
	(2)		232	46.2
	(3)		120	23.8
	(4)		28	5.5
The Operational Structure of Distribution	(1)		106	21.0
	(2)		230	45.8
	(3)		138	27.5
	(4)		29	5.7
Personality Improvement; A Definition of Personality	(1)		250	49.8
	(2)		186	37.0
	(3)		48	9.5
	(4)		19	3.7

(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

A summary including the responses of both businesses and students indicates that personality improvement; a definition of personality is considered the most important subject for preparing distributive education students. Other subjects that rank as important to both groups are retail salesmanship, orientation and job placement and merchandise mathematics. Subjects of less importance to both groups combined include display, advertising, and the operational structure of distribution.

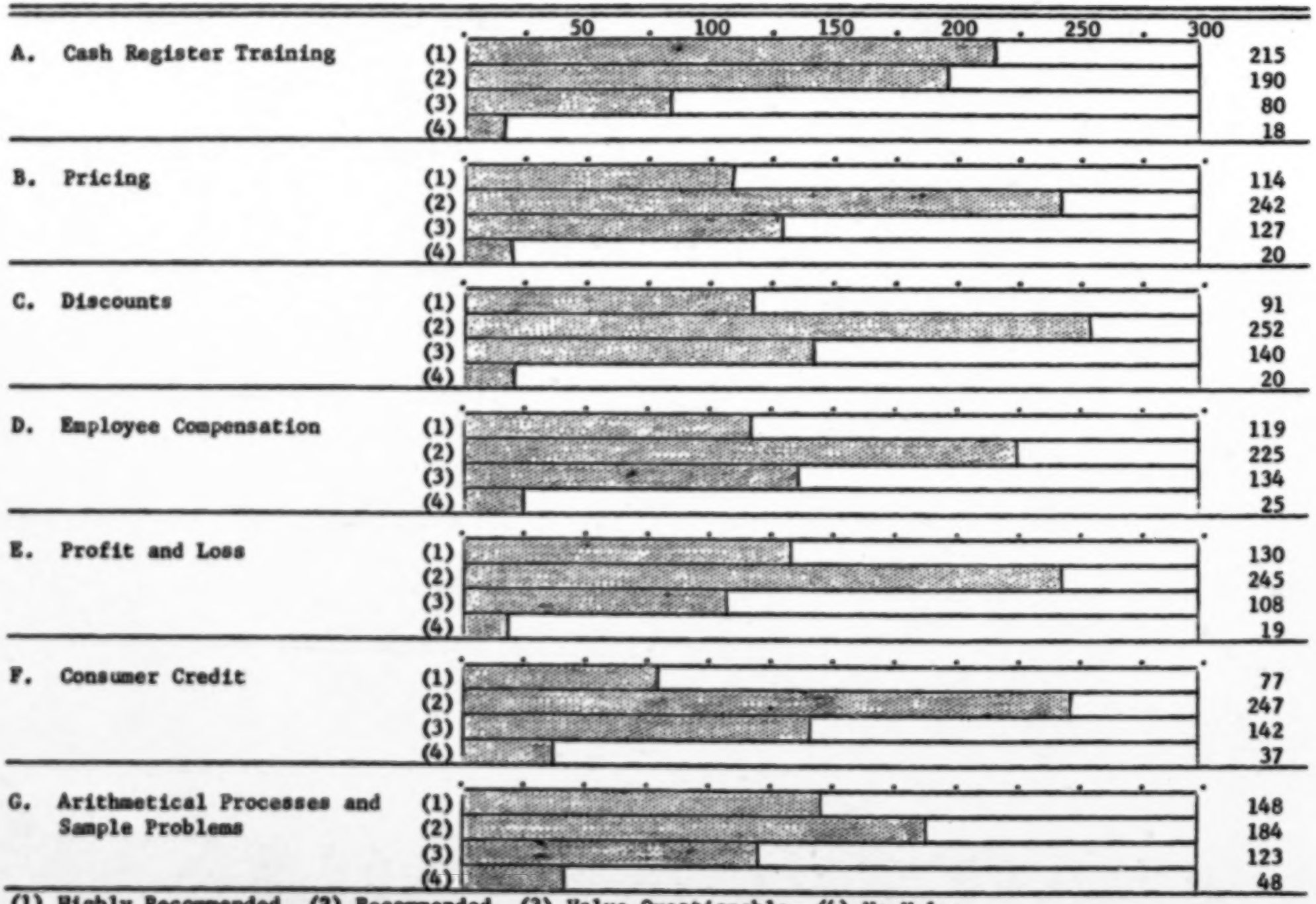
APPENDIX

Table 9. Unit I. Orientation and Job Placement



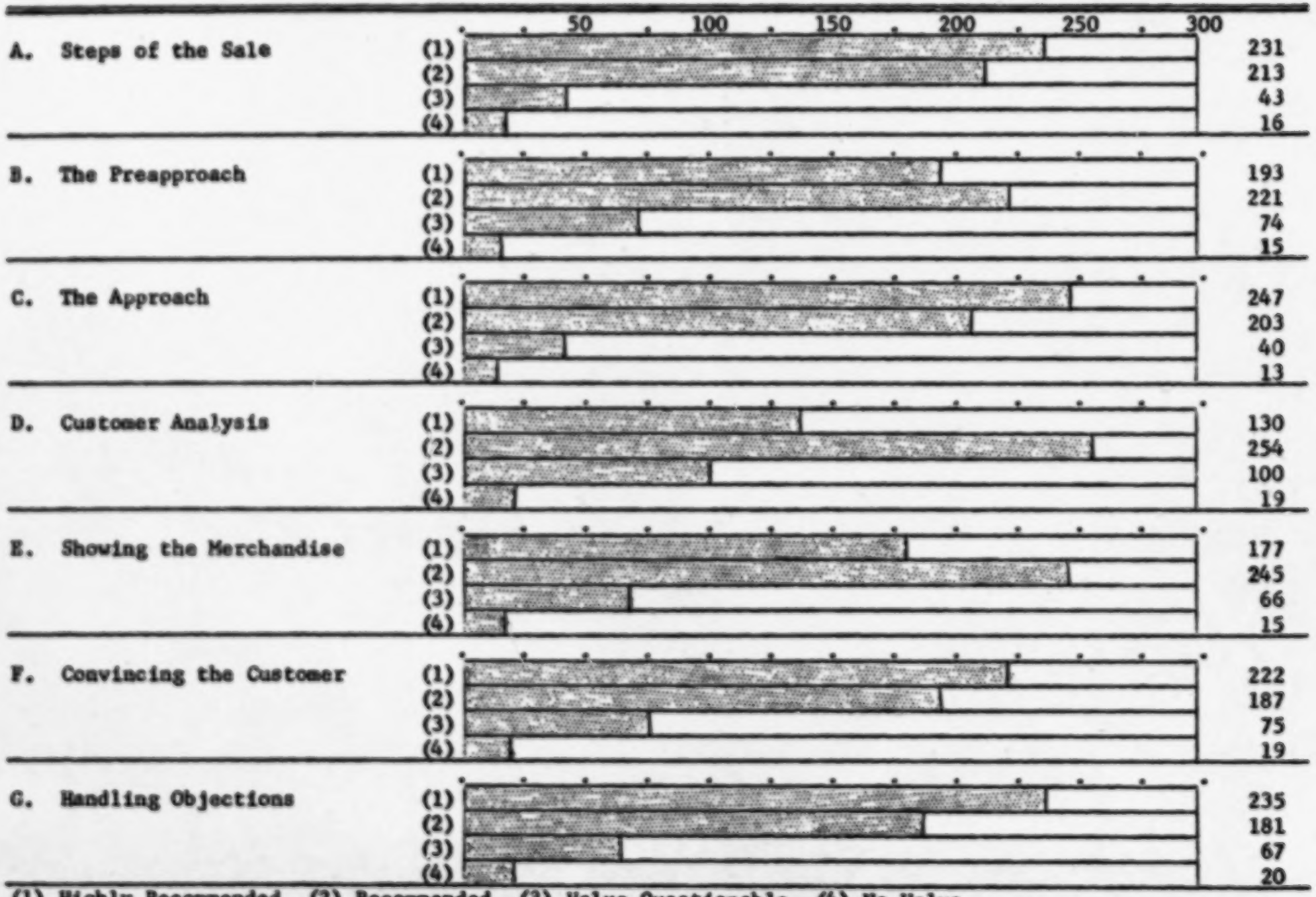
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 10. Unit II. Merchandise Mathematics



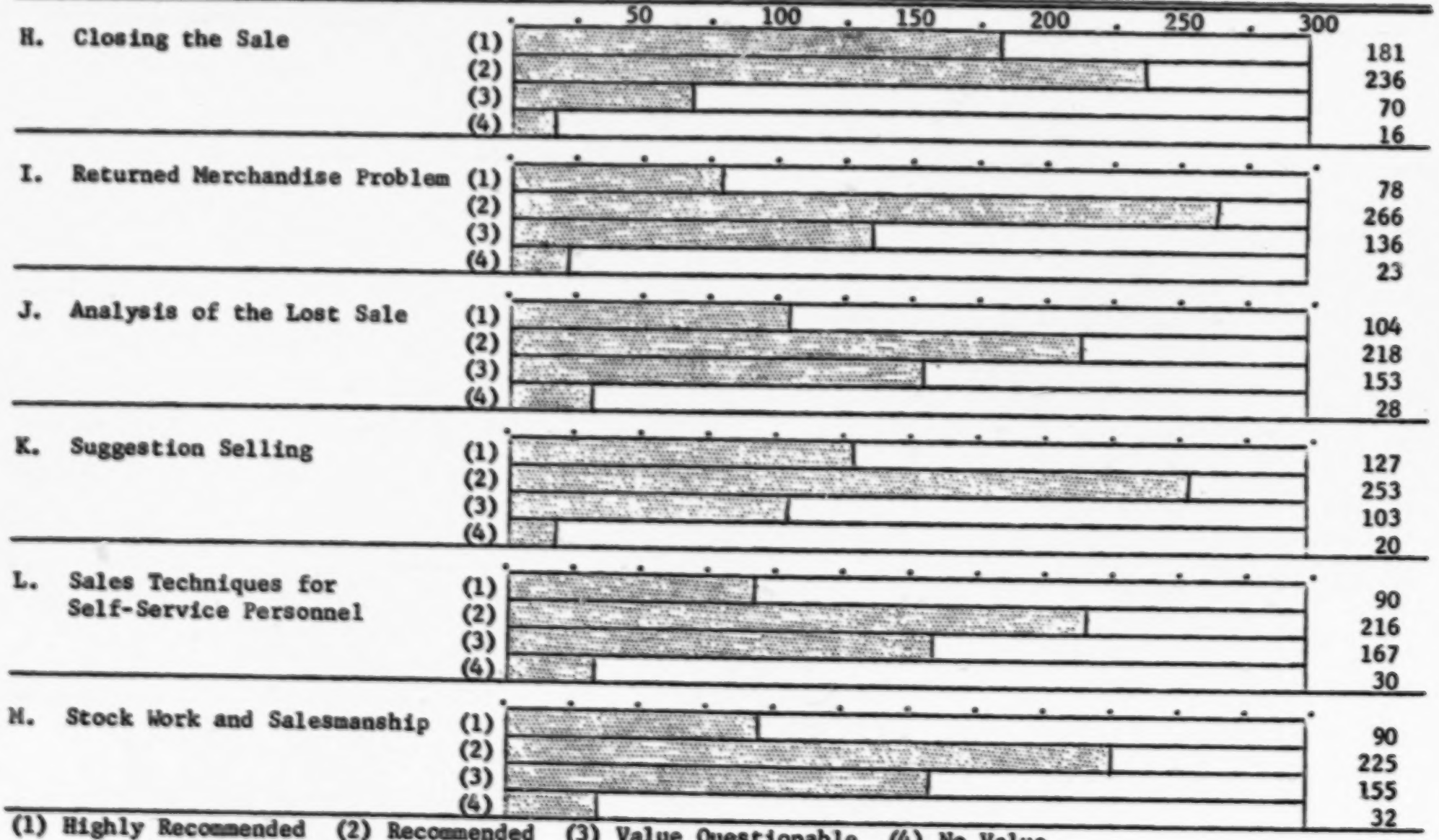
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 11. Unit III. Retail Salesmanship



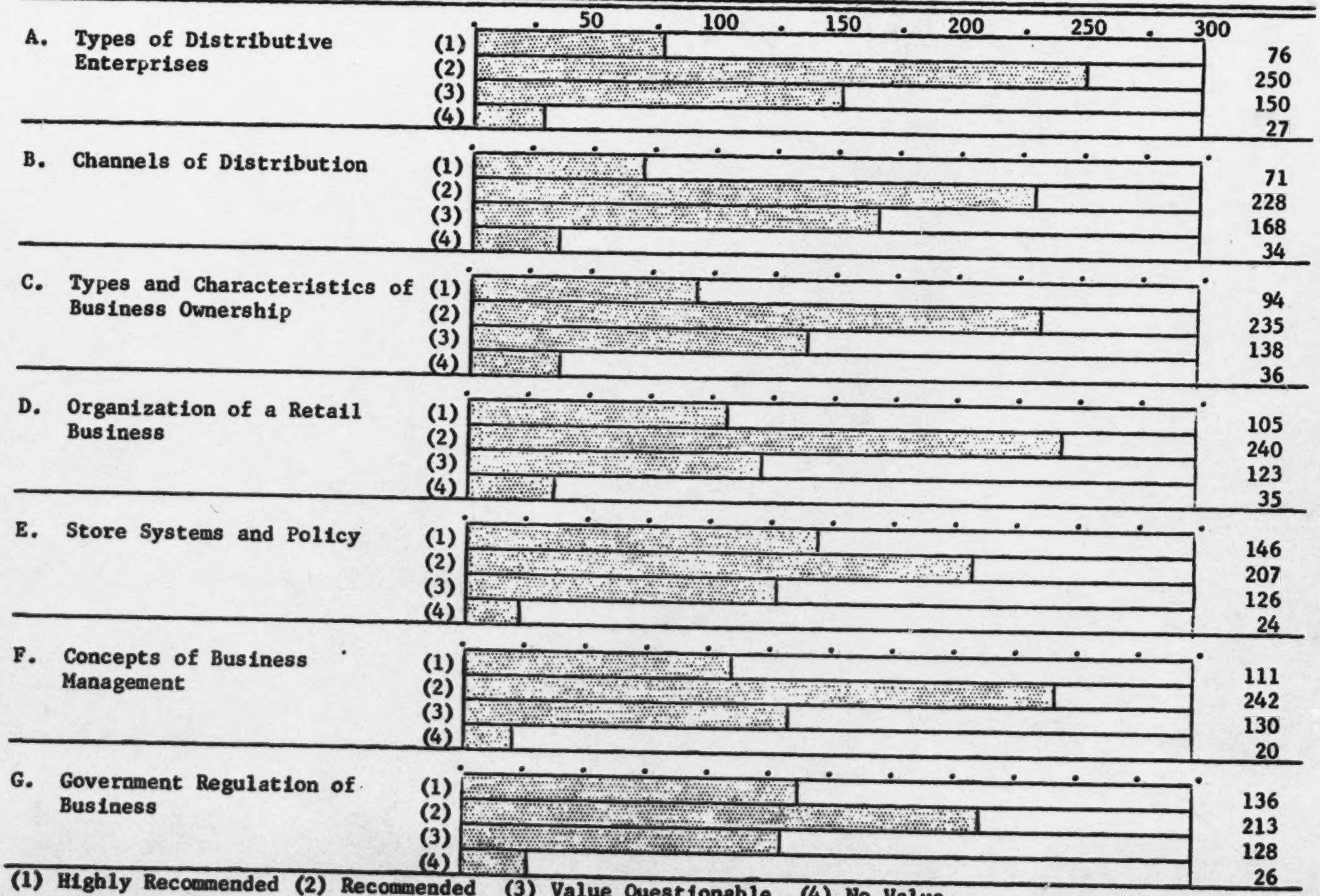
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 11. Continued



(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 12. Unit IV. The Operational Structure of Distribution



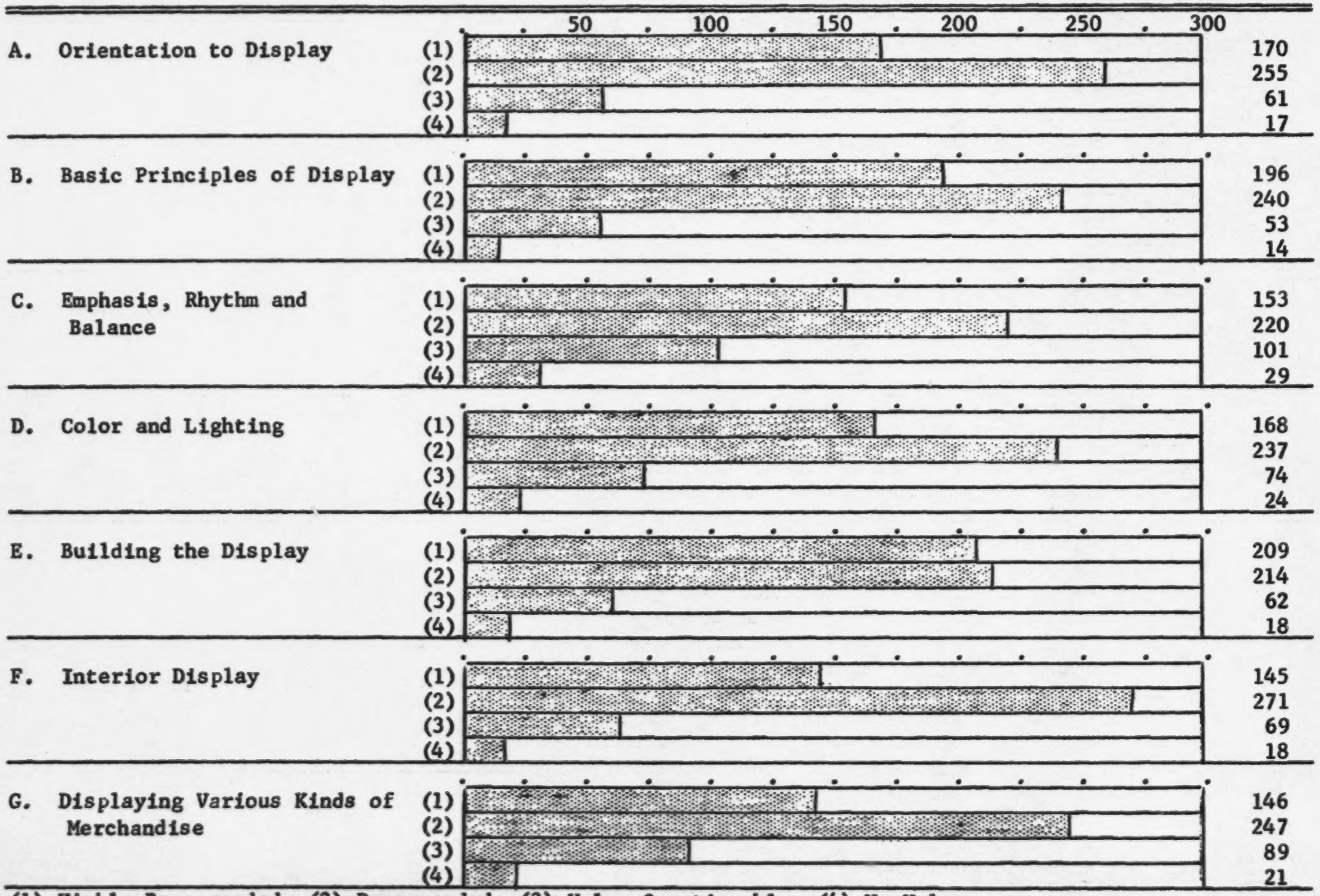
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 13. Unit V. Merchandise Information

		50	100	150	200	250	300	
A. Reasons for Acquiring Merchandise Information	(1)							113
	(2)							242
	(3)							123
	(4)							24
B. Procedure for Acquiring Merchandise Information	(1)							76
	(2)							236
	(3)							156
	(4)							35
C. Use of Merchandise Information as a Sales Tool	(1)							180
	(2)							217
	(3)							82
	(4)							24

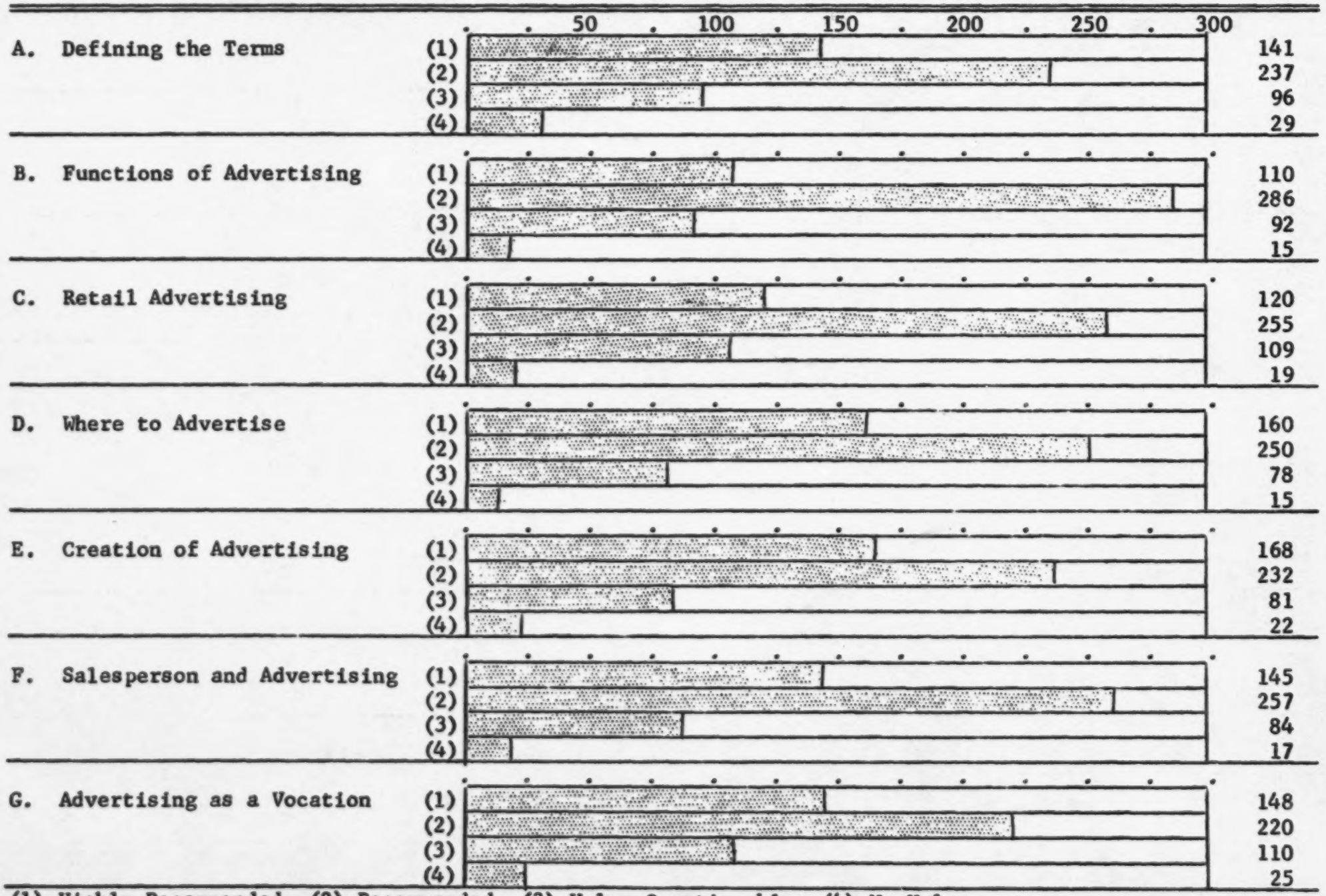
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 14. Unit VI. Display



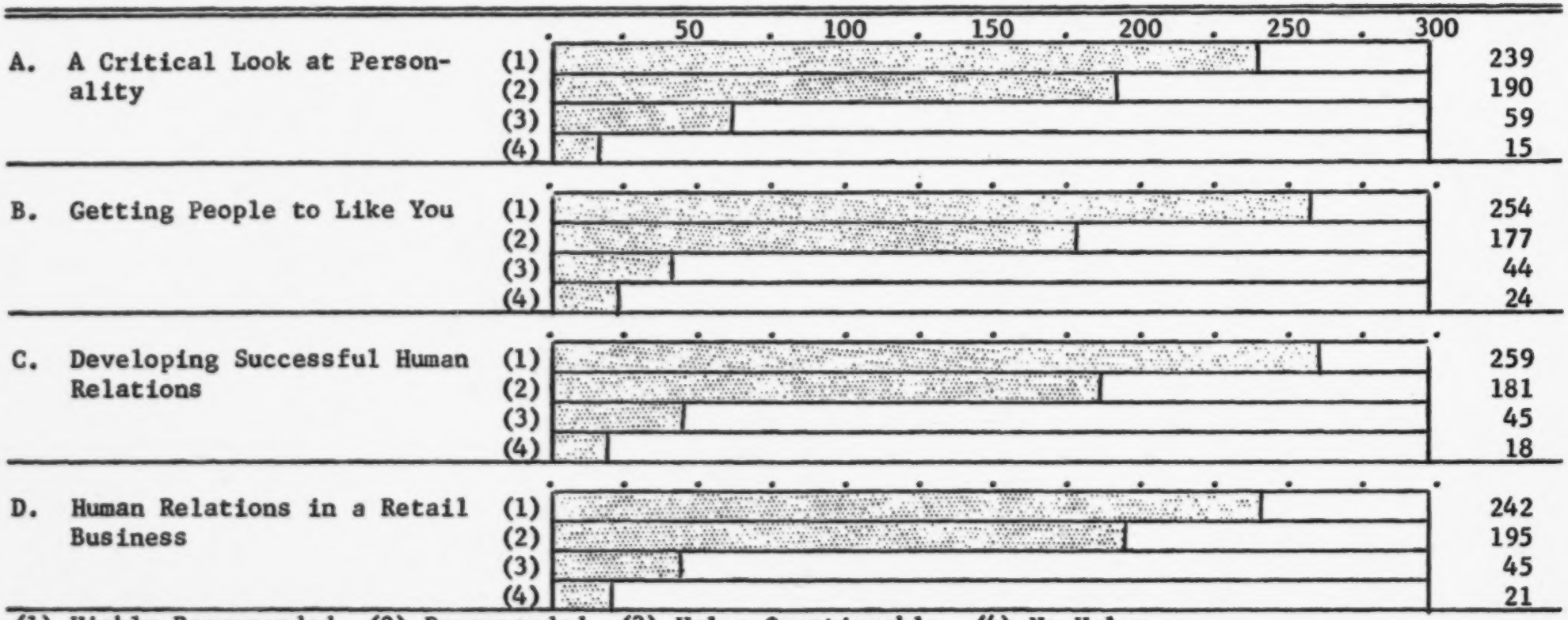
(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 15. Unit VII. Advertising



(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

Table 16. Unit VIII. Personality Improvement; A Definition of Personality



(1) Highly Recommended (2) Recommended (3) Value Questionable (4) No Value

WHAT IS DISTRIBUTIVE EDUCATION?

Distributive Education is a term that identifies a program of instruction in distribution and marketing.

Distributive occupations are those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments, including retailing, wholesaling, manufacturing, storing, transporting, financing and risk bearing.

Under the cooperative plan, classroom instruction in marketing and distribution is combined with actual on-the-job training to provide an ideal learning situation for the student. The work experience or on-the-job training is the very important part of this program that you the businessman provided for the D. E. student.

THE PURPOSE OF THIS SURVEY

To obtain from you, a distributive education student, an evaluation of the distributive education curriculum presently being taught in Utah secondary and technical schools along with any suggestions you wish to make that may help to improve the curriculum offering, in order that it, along with your contribution of providing on-the-job training, might better meet the needs of:

1. The student
2. The businessman in the community
3. Labor and industry in the area

Criteria for Evaluation of Subject Offerings

(1)____ Highly Recommended: Subject area that you think should be covered in the classroom in detail or the area of instruction you feel most important.

(2)____ Recommended: Subject area that you would like to see covered exposing the student to the general principles of the subject area.

(3)____ Value Questionable: Subject area that may be of some value if time permits but not considered by you as being of any significant importance.

(4)____ No Value: Subject area or offering that is of no value and possibly should be delete from the curriculum offering with maybe other course offerings you may suggest in its place.

(1)_____ Highly Recommended
(2)_____ Recommended
(3)_____ Value Questionable
(4)_____ No Value

Please evaluate each subject area, as it relates to your educational needs in importance, by placing an "X" in the appropriate space.

QUESTIONNAIRE NUMBER:_____

I. ORIENTATION AND JOB PLACEMENT

(1)___ (2)___ (3)___ (4)___ A. Career Opportunities in Distribution: Acceptance of the "Marketing Concept" and Selling as a career.

(1)___ (2)___ (3)___ (4)___ B. Getting Started in Distribution: Locating a job, making the application, laws concerning the Individual, Student, and Union Membership.

(1)___ (2)___ (3)___ (4)___ C. Holding the Job: The "sales-winning" personality, why salespeople lose jobs, five steps of the sale--first exposure to formal sales training, and tips to the trainee.

II. MERCHANDISE MATHEMATICS

(1)___ (2)___ (3)___ (4)___ A. Cash Register Training: Obtaining change from cashier, sales slip and sales tax, change making, sales returns and daily register report.

(1)___ (2)___ (3)___ (4)___ B. Pricing: Split-group pricing, markup, markdown, and coding.

(1)___ (2)___ (3)___ (4)___ C. Discounts: Cash, trade, seasonal, quantity--cumulative and non-cumulative, and employee discounts.

(1)___ (2)___ (3)___ (4)___ D. Employee compensation: Straight salary, commission, employee selling cost and salary deductions.

(1)___ (2)___ (3)___ (4)___ E. Profit and Loss: Inventory, stock control, profit and loss, stock turnover, planned purchases, and open-to-buy.

(1)___ (2)___ (3)___ (4)___ F. Consumer Credit: Kinds, advantages and disadvantages, and place in the economy.

(1)___ (2)___ (3)___ (4)___ G. Arithmetical Processes and Sample Problems: Addition, subtraction, multiplication, division, fractions, decimals, percentage, and mental computations.

III. RETAIL SALESMANSHIP

(1)___ (2)___ (3)___ (4)___ A. Steps of the Sale: The salesperson and the customer.

(1)___ (2)___ (3)___ (4)___ B. The Preapproach: Customer knowledge and why customers buy.

(1)___ (2)___ (3)___ (4)___ C. The Approach: Types, making a favorable impression, and directing customer attention.

(1)___ (2)___ (3)___ (4)___ D. Customer Analysis: Customer types, classifying of customers, techniques for the care and handling of customers and information that customers can expect from salespeople.

(1)___ (2)___ (3)___ (4)___ E. Showing the Merchandise: Establishing a favorable "climate," creation of interest, creation of desire and summary of showing the merchandise.

(1)___ (2)___ (3)___ (4)___ F. Convincing the Customer:

(1)___ (2)___ (3)___ (4)___ G. Handling Objections: Reasons for objections, the best method of answering objections, the nature of objections, what the salesperson needs to know about objections, price objections, unstated objections, how to meet objections, when to answer objections, a successful formula, and using others' opinions.

(1)___ (2)___ (3)___ (4)___ H. Closing the Sale: The place of closing in the selling process, guiding the sale to a close, specific closing techniques, when to try to close, summary of closing process.

(1)___ (2)___ (3)___ (4)___ I. Returned Merchandise Problem: Identification of the problem, reasons for merchandise returns and methods of reduction and how to handle returns.

(1)___ (2)___ (3)___ (4)___ J. Analysis of the Lost Sale: Preapproach, approach, presentation and close.

(1)___ (2)___ (3)___ (4)___ K. Suggestion Selling: Purpose, results and techniques.

(1)___ (2)___ (3)___ (4)___ L. Sales Techniques for self-service Personnel:

(1)___ (2)___ (3)___ (4)___ M. Stock Work and Salesmanship:

IV. THE OPERATIONAL STRUCTURE OF DISTRIBUTION

(1)___ (2)___ (3)___ (4)___ A. Types of Distributive Enterprises: Retail types and characteristics, and wholesale types and characteristics.

(1)___ (2)___ (3)___ (4)___ B. Channels of Distribution: Definition of and illustrations of.

(1)___ (2)___ (3)___ (4)___ C. Types and Characteristics of Business Ownership: Individual proprietorship, partnership, & Corporatio

(1)___ (2)___ (3)___ (4)___ D. Organization of a Retail Business: Physical aspects, and functional organization.

(1)___ (2)___ (3)___ (4)___ E. Store Systems and Policy: Definitions of store policy, areas of retailing policies, store rules and regulations, stock care and arrangement, cash register systems, sales slip systems, wrapping, stock control systems and inventory systems.

(1)___ (2)___ (3)___ (4)___ F. Concepts of Business Management: Fundamental activities and interdependency of management & operations.

(1)___ (2)___ (3)___ (4)___ G. Government Regulation of Business: Reasons for regulation, antitrust laws, consumer protection laws and fair trade laws.

V. MERCHANDISE INFORMATION

(1)___ (2)___ (3)___ (4)___ A. Reasons for Acquiring Merchandise Information: Importance of merchandise information, an aid to customers, an aid to salesmanship, and an aid to store purchasing.

(1)___ (2)___ (3)___ (4)___ B. Procedure for Acquiring Merchandise Information: Internal sources, external sources, and type of information needed.

(1)___ (2)___ (3)___ (4)___ C. Use of Merchandise Information as a Sales Tool: Facts and selling points, the merchandise approach, relating product knowledge to customer needs, centering customer interest on the merchandise, merchandise information is basic to demonstrations, selling quality and use rather than price, answering objections with product knowledge, telling how to use the product, reducing merchandise returns, and increasing the average sale.

VI. DISPLAY

(1)___ (2)___ (3)___ (4)___ A. Orientation to Display: Meaning of display, purpose of display, and a form of sales promotion.

(1)___ (2)___ (3)___ (4)___ B. Basic Principles of Display: Principles underlying display, principles of design, color, and display production.

(1)___ (2)___ (3)___ (4)___ C. Emphasis, Rhythm and Balance:

(1)___ (2)___ (3)___ (4)___ D. Color and Lighting:

(1)___ (2)___ (3)___ (4)___ E. Building the Display: Types of window displays, factors determining theme, wording the sales message, five elements of window display, preparation work, facts about arrangement, and simple display arrangements.

(1)___ (2)___ (3)___ (4)___ F. Interior Display: Purpose, types and what to display.

(1)___ (2)___ (3)___ (4)___ G. Displaying various kinds of Merchandise: Textiles, leather goods, sporting goods, toys, perfumes and jewelry and glass, china and ceramics.

VII. ADVERTISING

(1)___ (2)___ (3)___ (4)___ A. Defining the Terms: Advertising, publicity and sales promotion.

(1)___ (2)___ (3)___ (4)___ B. Functions of Advertising: Advertising in the economy, effects of advertising upon personal selling, purposes of advertising and limitations of advertising.

(1)___ (2)___ (3)___ (4)___ C. Retail Advertising: Organization, use of media services, agency services cooperative advertising, classification of advertising & what to advertise.

(1)___ (2)___ (3)___ (4)___ D. Where to Advertise: evaluation of media and types of media.

(1)___ (2)___ (3)___ (4)___ E. Creation of Advertising: Copy strategy, steps in preparing the advertisement, writing the copy, components of an advertisement, writing the headline, layout, and illustrations, and type and other components.

(1)___ (2)___ (3)___ (4)___ F. Salesperson and Advertising: Knowledge of merchandise, and knowledge of advertisements.

(1)___ (2)___ (3)___ (4)___ G. Advertising as a Vocation: Types of jobs and who hires advertising specialists.

VIII. PERSONALITY IMPROVEMENT; A DEFINITION OF PERSONALITY

(1)___ (2)___ (3)___ (4)___ A. A Critical Look at Personality: The need for improvement, developing desire to improve, discovering one's own personality, preparing a systematic plan of improvement.

(1)___ (2)___ (3)___ (4)___ B. Getting People to Like You: Personality factors, physical traits, character traits, social traits, mental traits.

(1)___ (2)___ (3)___ (4)___ C. Developing Successful Human Relations: Getting along with fellow workers, no end to problems with people, discharge tension and anger constructively.

(1)___ (2)___ (3)___ (4)___ D. Human Relations in a Retail Business: Types of personal contact, desirable characteristics, undesirable characteristics, greatest job satisfaction.

The space below is provided for any comment or suggestions you may wish to make concerning the distributive education program and/or this study to evaluate the D.E. curriculum.

WHAT IS DISTRIBUTIVE EDUCATION?

Distributive Education is a term that identifies a program of instruction in distribution and marketing.

Under the cooperative plan, classroom instruction in marketing and distribution is combined with actual on-the-job training to provide an ideal learning situation for the student.

THE PURPOSE OF THIS SURVEY

To obtain from you, a Utah businessman, an evaluation of the distributive education course offering now available to D.E. students in Utah public schools. You are encouraged to offer any suggestions or criticism you may wish to make that may help the school better prepare the student to meet the needs of:

1. The student
2. The businessman in the community
3. Labor and industry in the area

Your cooperation in completing this questionnaire is greatly appreciated. A summary of the findings from this study will be made available to you.

State Research Coordinating Unit
for Vocational-Technical Education

INTERVIEWER:_____ QUESTIONNAIRE NUMBER_____

SCHOOL:_____

DISTRICT:_____

NAME OF BUSINESS FIRM

_____
Name

_____
Address City State

1. Please indicate position of person responding to the interview by marking the appropriate space:

   (1)___Manager (3)___Department Head

   (2)___Personnel Director (4)___Other (indicate title)

   _____

2. Please indicate the type of business:

   (1)___Retail (3)___Service (5)___Financial Institutions

   (2)___Wholesale (4)___Manufacturing (6)___Other_____

3. How many Distributive Education students are employed by your firm? (Average)

   (1)___One to Two (2)___Three to Four (3)___Five to Six (4)___Seven or More

4. How many personnel do you normally employ?

   (1)___1 to 10 (2)___11 to 50 (3)___51 to 100 (4)___100-200 (5)___More

5. Do you have an organized training program for your new employees?

   (1)___Yes (2)___No

6. If a training program for new employees is being used by your firm, are the Distributive Education students you employ given this training?

   (1)___Yes (2)___No (3) Comment_____

   _____

(1)_____ Highly Recommended
(2)_____ Recommended
(3)_____ Value Questionable
(4)_____ No Value

Please evaluate each subject area, as it relates to your business needs in importance by checking the appropriate space.

Questionnaire Number:_____

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(1)___ (2)___ (3)___ (4)___ I. ORIENTATION AND JOB PLACEMENT
Career opportunities in distribution, getting started in distribution and holding the job.

(1)___ (2)___ (3)___ (4)___ II. MERCHANDISE MATHEMATICS
Arithmetical processes and sample problems--pricing, profit and loss--cash register training.

(1)___ (2)___ (3)___ (4)___ III. RETAIL SALESMANSHIP
Steps of the sale, handling objection, closing the sale, suggestion selling.

(1)___ (2)___ (3)___ (4)___ IV. DISPLAY
Basic principles of design, color, lighting, building and using the display in sales promotion.

(1)___ (2)___ (3)___ (4)___ V. ADVERTISING
Functions of, retail advertising and media.

(1)___ (2)___ (3)___ (4)___ VI. MERCHANDISE INFORMATION
Importance of, as related to the sales person, customer, and to store purchases.

(1)___ (2)___ (3)___ (4)___ VII. THE OPERATIONAL STRUCTURE OF DISTRIBUTION
Types of firms, channels, organization of firms, systems and policies and government regulations.

(1)___ (2)___ (3)___ (4)___ VIII. PERSONALITY IMPROVEMENT; A DEFINITION OF PERSONALITY
Improvement, analyzing, and discovering one's own personality. Getting people to like you and developing successful human relations.

Please use the space below along with the reverse side of the questionnaire if needed for any suggestion or criticism you may wish to make.